

NAEP 2007 Reading Report for Idaho

Toward a More Inclusive NAEP: Students With Disabilities and English Language Learners

It is important to assess all students selected in the complex statistical sampling process, including students with disabilities (SD) and students who are classified by their schools as English language learners (ELL). Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria.

School staff make the decisions about whether to include an SD or ELL student in a NAEP assessment, and which testing accommodations, if any, they should receive. The NAEP program furnishes tools to assist school personnel in making those decisions.

A sampling procedure is used to select students at each grade being tested. Students are selected on a random basis, without regard to SD or ELL status. Once the students are selected, the schools identify which have SD or ELL status. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Inclusion in NAEP of an SD or ELL student is encouraged if that student (a) participated in the regular state academic assessment in the subject being tested, and (b) if that student can participate in NAEP with the accommodations NAEP allows. Even if the student did not participate in the regular state assessment, or took the state's alternate assessment, or if he/she needs accommodations NAEP does not allow, school staff are asked whether that student could participate in NAEP with the allowable accommodations. (Examples of testing accommodations not allowed in NAEP are giving the reading assessment in a language other than English, or reading the reading passages aloud to the student. Also, extending testing over several days is not allowed for NAEP because NAEP administrators are in each school only one day.)

The results displayed in this report and in other publications of the NAEP 2007 reading results are based on representative samples that include SD and ELL students who were assessed either with or without accommodations, based on NAEP's guidelines.

Percentages of students excluded from NAEP may vary considerably across states, and, within a state, across years. Comparisons of results across states and within a state across years should be interpreted with caution if the exclusion rates vary widely. The percentages of assessed students classified as SD or ELL, as well as their NAEP performance in each participating state and jurisdiction, are available in an interactive database at the NAEP website at <http://nces.ed.gov/nationsreportcard/>.

Prior to 1998, no testing accommodations were made available to the students with disabilities and English language learners in the samples in state NAEP reading assessments that served as the basis for reported results. In the 1998 national and state reading assessments and the 2000 national (grade 4 only) reading assessment, NAEP researchers drew a second representative sample of schools. Accommodations were made available for students in this sample who required them, provided the accommodation did not change the nature of what was tested. For example, students could be assessed one-on-one or in small groups, receive extended time, or use a large-print test book. However, in the reading assessment, students were not permitted to have passages or test items read aloud or translated into another language. These comparable samples were used to study the effects of allowing accommodations for SD and ELL students in the assessments. A series of technical research papers covering various NAEP subject areas has been published with the results of these comparisons (visit <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>).

Tables 1-A and 1-B display the percentages of students with disabilities and English language learners in Idaho identified, excluded, and assessed under standard and accommodated conditions at grades 4 and 8.

Tables 2-A and 2-B show the percentage of students assessed in Idaho by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 3-A and 3-B present the percentage of students assessed in Idaho by ELL status, their average scale scores, and their performance in terms of the percentage below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced*.

Table 4 presents the total number of grade 4 and grade 8 students assessed and the percentage of students sampled who were excluded.

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**Table
1-A**

Fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP reading, by assessment year and testing status as a percentage of all students: Various years, 1992–2007

Year and testing status		SD and/or ELL		SD		ELL	
		Idaho	Nation	Idaho	Nation	Idaho	Nation
1992 ¹	Identified	9	11	8	8	2	3
	Excluded	4	6	3	5	1	2
	Assessed under standard conditions	5	4	4	3	1	1
1994 ¹	Identified	12	14	10	11	3	4
	Excluded	5	6	4	5	1	2
	Assessed under standard conditions	7	8	6	6	2	2
2002	Identified	17	21	13	13	7	9
	Excluded	4	7	4	5	1	2
	Assessed under standard conditions	11	10	7	4	5	6
	Assessed with accommodations	2	4	2	4	#	1
2003	Identified	18	22	12	14	7	10
	Excluded	4	6	3	5	1	2
	Assessed under standard conditions	12	10	7	4	5	7
	Assessed with accommodations	3	5	3	5	#	1
2005	Identified	17	23	10	14	8	11
	Excluded	3	7	3	5	1	2
	Assessed under standard conditions	11	10	5	4	7	7
	Assessed with accommodations	3	7	2	5	1	2
2007	Identified	18	23	11	14	8	11
	Excluded	3	6	3	5	1	2
	Assessed under standard conditions	9	10	4	3	6	7
	Assessed with accommodations	6	7	5	6	2	2

¹ Accommodations were not permitted for this assessment.

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

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**Table
1-B**

Eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP reading, by assessment year and testing status as a percentage of all students: Various years, 2002–2007

Year and testing status		SD and/or ELL		SD		ELL	
		Idaho	Nation	Idaho	Nation	Idaho	Nation
2002	Identified	14	18	11	13	4	6
	Excluded	4	6	3	5	1	2
	Assessed under standard conditions	8	8	6	5	3	4
	Assessed with accommodations	2	4	2	4	#	1
2003	Identified	17	19	12	14	6	6
	Excluded	4	5	3	4	1	2
	Assessed under standard conditions	12	8	8	5	4	4
	Assessed with accommodations	1	5	1	5	#	1
2005	Identified	15	19	11	13	5	6
	Excluded	3	5	2	4	1	1
	Assessed under standard conditions	9	7	5	3	4	4
	Assessed with accommodations	4	6	3	6	#	1
2007	Identified	16	19	11	13	6	7
	Excluded	3	5	3	5	1	2
	Assessed under standard conditions	8	7	3	3	4	4
	Assessed with accommodations	5	7	4	6	1	1

¹ Accommodations were not permitted for this assessment.

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2007 Reading Assessments.

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**Table
2-A**

Percentage of assessed fourth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, assessment year, and jurisdiction: Various years, 2002–2007

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
SD							
2002	Nation (public)	8*	187*	71*	29*	9*	1*
	Idaho	9	178	79	21	4*	1
2003	Nation (public)	10	184*	71*	29*	9*	1*
	Idaho	10	175*	81*	19*	4*	#
2005	Nation (public)	10	190	67*	33*	11*	2*
	Idaho	7	184	73	27	6	1
2007	Nation (public)	10	190	64	36	13	2
	Idaho	9	185	70	30	11	2
Not SD							
2002	Nation (public)	92*	220*	35*	65*	31*	7*
	Idaho	91	224	28	72	35	7
2003	Nation (public)	90	220*	35*	65*	32*	8
	Idaho	90	223*	30*	70*	33*	7
2005	Nation (public)	90	220*	34*	66*	32*	7*
	Idaho	93	225	28	72	35	7
2007	Nation (public)	90	223	31	69	34	8
	Idaho	91	227	26	74	37	8

Rounds to zero.

* Value is significantly different from the value for the same jurisdiction in 2007.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2007 Reading Assessments.

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**Table
2-B**

Percentage of assessed eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP reading, by students with disabilities (SD) status, assessment year, and jurisdiction: Various years, 2002–2007

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
SD							
2002	Nation (public)	9	227	65	35	6	#
	Idaho	8	226	70	30	5	#
2003	Nation (public)	10*	224*	68	32	5*	#
	Idaho	10	223	73	27	2	#
2005	Nation (public)	9*	226	67	33	6	#
	Idaho	9	229	66	34	4	#
2007	Nation (public)	9	226	66	34	7	#
	Idaho	8	226	71	29	6	#
Not SD							
2002	Nation (public)	91	266*	22*	78*	33*	3
	Idaho	92	270	16	84	36	2
2003	Nation (public)	90*	266*	23	77	33*	3*
	Idaho	90	269	18	82	36	3
2005	Nation (public)	91*	264	25*	75*	31	3
	Idaho	91	268	20	80	35	3
2007	Nation (public)	91	265	24	76	31	3
	Idaho	92	268	17	83	34	2

Rounds to zero.

* Value is significantly different from the value for the same jurisdiction in 2007.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2007 Reading Assessments.

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**Table
3-A**

Percentage of assessed fourth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP reading, by English language learners (ELL) status, assessment year, and jurisdiction: Various years, 2002–2007

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
ELL							
2002	Nation (public)	7*	183	76*	24*	5	#
	Idaho	6	182	79	21	3	#
2003	Nation (public)	8*	186	72	28	7	1
	Idaho	6	190	71	29	8	#
2005	Nation (public)	9	187	73*	27*	7	1
	Idaho	8	191	69	31	6	1
2007	Nation (public)	9	188	70	30	7	1
	Idaho	7	191	70	30	7	1
Not ELL							
2002	Nation (public)	93*	219*	35*	65*	32*	7*
	Idaho	94	223*	30	70	34	7
2003	Nation (public)	92*	219*	35*	65*	32*	8*
	Idaho	94	220*	33*	67*	32*	7*
2005	Nation (public)	91	220*	34*	66*	32*	7*
	Idaho	92	224	28	72	35	7
2007	Nation (public)	91	223	31	69	34	8
	Idaho	93	226	27	73	37	8

Rounds to zero.

* Value is significantly different from the value for the same jurisdiction in 2007.

NOTE: The NAEP grade 4 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 207 or lower; *Basic*, 208–237; *Proficient*, 238–267; and *Advanced*, 268 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2007 Reading Assessments.

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**Table
3-B**

Percentage of assessed eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP reading, by English language learners (ELL) status, assessment year, and jurisdiction: Various years, 2002–2007

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
ELL							
2002	Nation (public)	5*	224	71	29	4	#
	Idaho	3*	239	56	44	11	#
2003	Nation (public)	5	222	71	29	5	#
	Idaho	5	236	55	45	7	#
2005	Nation (public)	5	224	71	29	4	#
	Idaho	4	241*	48	52	12	#
2007	Nation (public)	6	222	71	29	4	#
	Idaho	5	229	62	38	4	#
Not ELL							
2002	Nation (public)	95*	265*	24	76	32	3
	Idaho	97*	267	20	80	34	2
2003	Nation (public)	95	263	25	75	31	3*
	Idaho	95	266	22	78	33	3
2005	Nation (public)	95	262*	27*	73*	30	3
	Idaho	96	265	23	77	33	2
2007	Nation (public)	94	263	25	75	31	2
	Idaho	95	267	19	81	33	2

Rounds to zero.

* Value is significantly different from the value for the same jurisdiction in 2007.

NOTE: The NAEP grade 8 reading scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP reading scale: below *Basic*, 242 or lower; *Basic*, 243–280; *Proficient*, 281–322; and *Advanced*, 323 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–2007 Reading Assessments.

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**Table
4**

Number of fourth- and eighth-grade public school students assessed in NAEP reading and percentage excluded, by state: 2007

State/jurisdiction	Grade 4		Grade 8	
	Number assessed	Weighted percentage excluded	Number assessed	Weighted percentage excluded
Nation (public)	183,400	6	154,700	5
Alabama	3,400	3	2,800	4
Alaska	2,900	4	2,600	2
Arizona	3,600	6	2,800	5
Arkansas	3,000	7	2,500	6
California	10,200	4	8,600	3
Colorado	3,300	4	2,800	3
Connecticut	3,100	4	2,700	3
Delaware	3,000	12	2,800	7
Florida	5,200	7	4,100	5
Georgia	4,500	8	3,500	7
Hawaii	3,400	4	2,800	3
Idaho	3,500	3	2,900	3
Illinois	4,700	7	4,000	5
Indiana	3,100	5	2,700	5
Iowa	2,900	5	2,800	5
Kansas	2,800	6	2,800	5
Kentucky	3,200	8	2,600	8
Louisiana	3,000	4	2,400	3
Maine	2,900	6	2,700	6
Maryland	3,400	9	2,700	8
Massachusetts	4,200	6	3,600	7
Michigan	3,300	5	2,600	6
Minnesota	3,500	4	3,000	4
Mississippi	3,400	2	2,700	3
Missouri	3,200	4	2,900	3
Montana	3,000	4	2,600	4
Nebraska	2,800	5	2,700	4
Nevada	3,900	8	2,600	6
New Hampshire	3,300	4	2,900	4
New Jersey	3,200	7	2,800	7
New Mexico	2,900	12	2,600	9
New York	4,400	6	3,800	6
North Carolina	5,500	3	4,300	4
North Dakota	2,700	9	2,200	9
Ohio	3,700	8	3,500	9
Oklahoma	3,100	7	2,600	7
Oregon	3,400	5	2,700	3
Pennsylvania	3,400	5	2,800	5
Rhode Island	3,100	5	2,800	4
South Carolina	3,500	4	2,700	7
South Dakota	3,000	6	2,800	6
Tennessee	3,100	11	2,800	8
Texas	8,500	10	7,100	7
Utah	3,600	6	2,800	5
Vermont	2,600	7	2,000	5
Virginia	3,400	8	2,800	8
Washington	3,700	5	3,000	5
West Virginia	3,100	2	2,900	2
Wisconsin	3,200	5	2,700	7
Wyoming	2,700	4	2,000	4
Other jurisdictions				
District of Columbia	1,800	14	1,800	13
DoDEA ¹	3,200	5	1,700	3

¹ Department of Defense Education Activity Schools (domestic and overseas).

NOTE: The numbers of students assessed are rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

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